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ABSTRACT

The purpose of the Career Development Program for Administrative, Clerical, and Technical Employees in grades GS-1 through GS-11 is to help provide employees with opportunities to obtain training and education in order to improve their qualifications and to develop their potential. The handbook provides: a diagrammatic career development process guide; a statement of the policies of the Occupational Safety and Health Administration under the provisions of the Government Employees Training Act (July 7, 1958); an outline of the program's eight objectives; a brief discussion of the program's elements (career planning workshops, career counseling, and training and development); the responsibilities of management, counselors, supervisors, and employees for the program's operation; and the eligibility requirements for the program. A sample form for an individual development plan is appended. (BP)

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ACT

Administrative, Clerical, and Technical Program Handbook

JUN 27 1975

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U.S. Department of Labor
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INTRODUCTION

The purpose of the Career Development Program for Administrative, Clerical, and Technical Employees GS-1 through 11, is to help provide employees the opportunities to obtain training and education in order to improve their qualifications and to develop their potential. The program is not designed to provide for a promotion, nor is it intended that the training will lead to promotional opportunities.

The main emphasis of the program is on helping employees improve their qualifications commensurate with their abilities and the training provided should help make employees more competitive for positions in the Department of Labor as well as in the general labor market.

2.

CAREER DEVELOPMENT PROCESS GUIDE

Employee's Role	Counselor's Role	Supervisor's Role	ACT Program	Concept
Participation in workshop, assesses goals, priorities, options.	Conducts career planning workshop.	Identification of need; helps employee state abilities, needs and goals.	Career Planning Workshops	
			Initial Interviews	Planning and Goal Setting
Takes the initiative in determining further course of action in career exploration.	Meets initially with employee and later with supervisor.	Assists the employee in locating resources, talking to people, "sounding out" or just listening.	Career Exploration	
			Second Interview	
Clarifies short and long term career goals.	Plans steps to be taken in career exploration along with the employee.	Assists in design.	Design of Individual Development Plan (IDP)	Individual Development Plan
Meets with supervisor and counselor to formalize career plan.	Responsible for seeing the IDP written.	Encourages the employee in implementation, continues assistance, and maintains support links between the employee and the ACT Counselor.	IDP Implemented	Training and Follow up
With the counselor, seeks out means to implement IDP.	Assists in seeking out training and other IDP Implementation activities.			

OSHA POLICY

The Government Employees Training Act (July 7, 1958) sets forth the charter under which Federal civilian employees are trained. It provides for the establishment of programs to train government employees in the performance of official duties in order to increase the efficiency and economy of government. In addition, Public Law 92-261 directs the government to "...provide the maximum feasible opportunity to employees to enhance their skills so that they may perform at their highest potential and advance in accordance with their abilities." In support of this charter, it is the policy of the Department of Labor and OSHA to provide opportunities for education, career development and full utilization of the skills and abilities of its employees. The Secretary of Labor issued an order dated June 24, 1974, to provide a conceptual framework for the education and career development in the Department of Labor. The management of OSHA also believes that organization and program performance can be improved by developing and maintaining a competent staff devoted to high achievement. As part of this program, OSHA will assist administrative, clerical, and technical employees, GS 1-11, in identifying and using available resources to achieve proficiency in their present job performance and to pursue an individual career plan which is consistent with the needs of OSHA.

OBJECTIVES

The Administrative, Clerical, and Technical (ACT) Career Development Program is designed to improve the operation of OSHA in the accomplishment of its mission through the development and optimal use of its human resources, and, more specifically, to:

1. Stimulate individual interest in career planning through career exploration workshops.

2. Provide job information for employees to compare their interests and abilities with the skill, knowledge, and experience requirements of other positions in OSHA and and the Department of Labor.

3. Provide interested employees with guidance and assistance through the services of a professional career counselor.

4. Provide opportunity and assistance to develop an individual career plan which reflects the needs of the organization and the talents and aspirations of the individual.

5. Provide training opportunities so that employees can achieve the job proficiency and training set forth in their Individual Development Plans (See Attachment).

6. Help participants identify opportunities to utilize acquired skills, accumulated knowledge, and abilities.

7. Foster and reward developmental supervision.

8. Establish measurable objectives for employee career development programs and to continuously evaluate program effectiveness.

PROGRAM ELEMENTS AND DESCRIPTION

OSHA's Education and Career Development Program for administrative, clerical, and technical employees consists of these major phases:

1. Career planning workshops.
2. Career counseling.
3. Training and development.

Each phase is designed to assist employees in utilizing their capabilities to the fullest extent in their present and future career goals.

CAREER PLANNING WORKSHOPS

This is the first step in helping employees who join the program to determine how they can best function within the organization. Through a 3 hour career planning workshop, employees are given the opportunity to look at the various aspects of jobs, to analyze what jobs they might like and what jobs they might not like, and to focus on a few jobs that they might be suited for and enjoy.

CAREER COUNSELING

The role of the career counselor is to assist the OSHA ACT employee in:

1. Identifying the strengths and needs of the employee in terms of the career objective.

2. Setting realistic and clearly defined occupational goals.

3. Determining the kind of training and development necessary to achieve these goals.

4. Identifying sources of training and development.

The career counselor, the employee, and the employee's immediate supervisor will work together to develop a mutually acceptable Individual Development Plan (IDP).

TRAINING AND EDUCATION

OSHA provides training to employees to assist them in improving their present job performance and in preparing for longer range career needs of the employee and the Department. An equal opportunity for all employees to participate in developmental activities will be provided on the basis of the following OSHA priorities:

1. Employee development directly related to improving the performance of the individual employee in his/her present position, including on-the-job and

remedial skill training.

2. Employee development which is expected to have a positive impact on the employee's chances for competing successfully for another position within OSHA.

3. Employee development applicable to positions in other agencies or regions in the Department to which the employee might reasonably aspire in the near future.

4. Employee development relating to other kinds of governmental jobs to which the employee can realistically prepare for.

5. Other employee development, including personal self-development and non-vocational improvement.

RESPONSIBILITY FOR PROGRAM OPERATION

MANAGEMENT'S RESPONSIBILTIY

In order to insure the successful accomplishment of the program objectives for this Career Development Program, management must:

1. Create an atmosphere or climate that will foster and promote the development and effective utilization of employees.

2. Take an active role in supporting the program, both initially and on a continual basis.

3. Communicate this support to supervisors by:
   a. holding them responsible in their performance reviews for developing their employees.
   b. requiring them to develop the necessary skills to develop their employees by attending the 2-day workshop, Human Resource Development.

4. Set a priority relationship of the Career Development Program to the organization's on-going work schedule.

5. Identify and provide appropriate job-related training and potential bridge and professional entry-level positions.

6. Review and resolve any employee complaints emanating from the program.

7. Provide financial backing for the program.

COUNSELOR'S RESPONSIBILITY

The counselor can be thought of as a facilitator of the career development process. The counselor's responsibility is to:

1. Help the employees discover aptitudes, interest, and career objectives by guiding them through the career exploration, appraisal and decision phases.

2. Help the employees interpret and synthesize performance appraisals and career information gained from reference materials and talking with supervisors.

3. Periodically monitor and evaluate the progress of the employees in their developmental plans.

4. Discuss developmental activities with the supervisors and arrange for training and other items specified and agreed to in the plan.

5. Relate information about DOL career alternatives including position duties and responsibilities, education and experience requirements, promotional potential and occupational outlook.

SUPERVISOR'S RESPONSIBILITY

The supervisors have a very important role to play both in developing their human resources and in fulfilling the mission of their organization. Demands for production must constantly be balanced with the need for employee development.

The supervisors have the responsibility to:

1. Conduct formal appraisal interviews as well as informal discussions with employees to discuss their performance and future development prospects.

2. Identify and meet the training and development requirements of their employees.

3. Provide opportunities, assignments, and training that permits growth in work skills to the maximum potential of their employees.

4. Provide for on-the-job training as needed.

5. Assist the employees and counselor in designing the IDP's.

6. Communicate production schedules which may impact upon IDP implementation.

A program support service designed to aid supervisors in carrying out their developmental role is a two-day course entitled "Human Resource Development." The course will help supervisors recognize the advantages of developing human resources and assist them in developing all the skills needed to carry out their role in employee development. Lectures, case studies, and simulations will be used to achieve this purpose.

EMPLOYEE'S RESPONSIBILITY

The individual must be ultimately responsible for personal development even though OSHA will do much to provide information, assistance, and opportunities within the employment ceiling and constraints of law.

The employees have the responsibility to:

1. Perform at a proficient level in their present jobs.

2. Initiate the developmental process by volunteering to participate in the ACT program.

3. Work with their supervisors and counselor to identify personal strengths and weaknesses with regard to current positions and career goals.

4. Make the final career decision and complete activities necessary to implement the personal career development program in cooperation with their supervisors and counselor.

5. Become aware of training and promotion opportunities which are pertinent to their career goals.

6. Participate in on-the-job and other training to the best of their abilities.

ELIGIBILITY FOR THE PROGRAM

OSHA's Career Development Program is open to all clerical, administrative, and technical employees in OSHA who have career or career conditional employment status. These employees may participate in the Career Exploration Workshop and training according to the priorities and limitations set out in this paper.

NUMBER OF COLLEGE COURSES

No employee will be permitted to enroll in more than two college courses at a time at OSHA expense. Attendance at these courses should be geared toward non-working hours. Participants should plan to study at home as the courses require. The limit does not apply to courses, seminars and workshops offered by DOL, OSHA, or other government agencies.

ACADEMIC DEGREES

Employees may not be given training for the sole purpose of earning a degree. However, if an employee achieves an academic degree as a consequence of completing approved training and education, it is considered a by-product and is therefore permissible.

NO PROMOTION GUARANTEE

Participation in the ACT Development Program will provide opportunities to increase the skills and knowledge of participants. This may help employees qualify for future

promotions but there is no promise made that a promotion or job change will result from participation in the program.

AVAILABLE FUNDS

Training can only be given to the extent that funds are available for the type of training sought. Refer to training priorities for an ordered list of how training funds will be used to insure efficiency.

SUPERVISORY SUPPORT SERVICES

Aside from the Human Resources Development Workshop, the following will be provided for supervisors:

1. Group discussions on barriers to employee development.

2. Problem-solving sessions.

3. Individual consultations on specific problems.

INDIVIDUAL DEVELOPMENT PLANS

1. Employee's Full Name	2. Soc. Sec. No.	3. Current Position Title (Occ. Series and Grade)	4. Time-in Grade

Career Goals

5. Short Term (1 yr.)	6. Long Term (3-5 yrs.)

7. Developmental experience needed for:	8. OSHA Office Room No. Phone
a. ( ) Present position b. ( ) Next position in the series c. ( ) Entry-level professional position d. ( ) Other (specify) _____	9 a) Length of time in Federal service _____ b) Length of time with DOL only _____ c) Length of time with Armed Forces _____

10. Present Job Assignments	Skills Needed	Training Requir

11. Employee's Signature	12. Date	13. Supervisor's Signature	14. Date

15. Counselor's Signature _____

16. Date _____

INDIVIDUAL DEVELOPMENT PLAN (cont'd)

Career Goal	Skills Needed	Training Required	Other

I.D.P. PROGRESS REVIEW	IMPACT OF I.D.P. PROGRESS
1st Qtr.	
2nd Qtr.	
3rd Qtr.	
4th Qtr.	

GPO 685-622